

HEALTH CARE CONCEPTS III (RNSG 1438)

CREDIT

4 SCH Semester Credit Hours (3 hours lecture, 3 hours lab, 1:2 ratio)

96 Contact Hours

MODE OF INSTRUCTION

Face to Face (web assisted)

PREREQUISITE/CO-REQUISITE:

Prerequisite: RNSG 1433

Co-Requisite: RNSG 1137

Companion: RNSG 2362

COURSE DESCRIPTION

In-depth coverage of health care concepts with nursing application through selected exemplars. Concepts include cellular regulation, end of life, immunity, interpersonal relationships, grief, human development, intracranial regulation, mood/affect, comfort, sexuality, mobility, and reproduction. Provides continuing opportunities for development of clinical judgment skills. This course lends itself to a concept-based approach.

COURSE OBJECTIVES/ COURSE MEASURABLE LEARNING OUTCOMES

Upon completion of this course, the student will be able to		Companion Course Outcome (RNSG 2362)	End of Program Student Learning Outcome (EOP SLO)	Differentiated Essential Competencies (DEC)
1.	*Utilize a systematic process to analyze selected foundational concepts for patients across the lifespan;	4	1,5	PCC A1a,b,2,3,4,B1 MOP B1a-e, B4
2.	*Prioritize nursing management of care for selected foundational concepts;	2	1,2,3,4,5,6,7,8	PCC C6,D3a,b,H1, H5 MHCT D1a,b, D2, D3, F1
3.	*Apply the learned concepts to other concepts or exemplars;	1	1,2,3,4,5,6,7,8	PCC A1a,b, A2a,b,c, A3, A4, B1,7,9
4.	*Examine the interrelatedness among foundational concepts to	1	2,3,6,7,8	PCC A1a,b, A2a,b,c, A3,



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	assist in developing clinical judgment.			A4, B4,6,7,9 C1a,2a,3,4a,b, 6,8, D1a,b,3a,b
5.	Distinguish the role of the professional nurse within the nurse's legal scope of practice and in accordance with policies in the practice setting.	5	1	PCC D1b MOP A1a,b,c, 2,3,4, B1a- e,2b, PSA A4
6.	Distinguish evidence-based clinical reasoning and judgments for optimal patient outcomes.	6	2	PCC D5b,E13
7.	Compare and contrast evidence-based practice outcomes as a basis for decision-making for diverse patients and groups across the lifespan.	7	3	PCC B2, B3
8.	Appraise compassionate, theory-based, individualized, culturally sensitive and patient- centered care including therapeutic communication for diverse patients across the lifespan.	8	4	PCC A1a,b, A2a,b,c, A3, B2,4,5, C1a, D1a, E1a
9.	Distinguish patient goals, assignments, delegation tasks, and mandatory reporting based on knowledge of the Texas Nursing Practice Act and best safety practices which reduce risk.	9	5	MOP A1a, B2a PCC D1e PSA B5, E1a,b,c, E2, F1a,b,c, F2 MHCT E1, E2a,b,c,d
10.	Defend teamwork and collaboration strategies in the role of healthcare advocate for diverse patients and groups across the lifespan.	10	6	PCC C4b, 5,7 MHCT B1a,b, B2a,b, B3a, b, B4, E2a,
11.	Compare and contrast interprofessional care and teamwork strategies including professional communication during global health emergencies, pandemics, and other	11	7	PCC G2a,b, MOP B3 PSA C1a,b MHCT G1, G2a,b, G3, G4

	situations to promote health, patient safety, equity, and inclusion.			
12.	Organize goals and strategies for diverse patients/families across the lifespan and in various settings, for health promotion, disease prevention, rehabilitation, health maintenance, and the restoration of health.	12	8	PCC B4,5,6,9,11,C1 a,b,3,E1a,b, E4a,b, E5, E12

Note: * indicates WECM End-of-Course Outcome.

INSTRUCTOR CONTACT INFORMATION

Instructor: Misty Jones, MSN, RN (Course Leader)
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Instructor: Nicole Schroeder, RN, MSN
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 Office Hours: TBA

Instructor: Amy Dubose, MSN, RN
 Email: adubose1@lit.edu
 Office Phone:
 Office Location: WAHTC
 Office Hours:

REQUIRED TEXTBOOK AND MATERIALS

Ashwill, E. M., Murray, S, James, S., Nelson, K. J. (2023). *Maternal-Child Nursing* (6th ed.). Elsevier Health Sciences (US).

Halter, M. (2023). *Varcarolis' Foundations of Psychiatric-Mental Health Nursing* (9th ed.). Elsevier Health Sciences (US).

Harding, M. M., Kwong, J., & Hagler, D. (2023). *Lewis's Medical-Surgical Nursing: Assessment and Management of Clinical Problems* (12th ed.). Elsevier Health Sciences (US).

Lilley, L., Collins, S. R. & Snyder, J. (2023) *Pharmacology and the Nursing Process* (10th ed.).

Elsevier Health Sciences (US).

Rogers, J. (2023). *McCance & Huether's Pathophysiology* (9th ed.). Elsevier Health Sciences (US).

Sherpath for Ashwill, E. M., Murray, S, James, S., Nelson, K. J. (2023). *Maternal-Child Nursing* (6th ed.). Elsevier Health Sciences (US).

Sherpath for Halter, M. (2023). *Varcarolis' Foundations of Psychiatric-Mental Health Nursing* (9th ed.). Elsevier Health Sciences (US).

Sherpath for Harding, M. M., Kwong, J., & Hagler, D. (2023). *Lewis's Medical-Surgical Nursing: Assessment and Management of Clinical Problems* (12th ed.). Elsevier Health Sciences (US).

Sherpath for Lilley, L., Collins, S. R. & Snyder, J. (2023) *Pharmacology and the Nursing Process* (10th ed.). Elsevier Health Sciences (US).

Sherpath for Rogers, J. (2023). *McCance & Huether's Pathophysiology* (9th ed.). Elsevier Health Sciences (US).

Sherpath for Yoost, B.L. & Crawford, L.R. (2020). *Fundamentals of Nursing: Active Learning for Collaborative Practice*. Elsevier.

Texas Board of Nursing (2021). Texas Board of Nursing: Nurse Practice Act. Retrieved from https://www.bon.texas.gov/pdfs/law_rules_pdfs/nursing_practice_act_pdfs/NPA2021.pdf.

Yoost, B.L. & Crawford, L.R. (2020). *Fundamentals of Nursing: Active Learning for Collaborative Practice*. Elsevier.

ATTENDANCE POLICY

Students are expected to attend all classroom, laboratory, and clinical experiences. Therefore, absences should not be scheduled. If a student experiences an unplanned absence (illness or emergency), the student must contact the course faculty member by email or the administrative associate for the nursing program prior to the scheduled class, laboratory, or clinical time and provide documentation of the absence. Failure to notify faculty and/or provide adequate documentation of the absence may result in an unexcused absence and initiation of the disciplinary process.

DROP POLICY

If you wish to drop a course, you are responsible for initiating and completing the drop process. If you stop coming to class and fail to drop the course, you will earn an "F" in the course.

OUTLINE

- I. Nursing Management of Care: Cellular Regulation

- A. Exemplars
 - 1. Solid tumors
 - 2. Lymphoproliferative disorder
 - 3. Cancer survivorship
 - 4. Comfort: cancer pain
 - 5. Comfort: symptom management
- B. Interrelatedness among foundational concepts
- C. Role of the Professional Nurse
 - 1. Legal & ethical
 - 2. Policies in the practice setting
- D. Evidence-based
 - 1. Clinical reasoning & judgments
 - 2. Outcomes as a basis for decision making
- E. Nursing Care
 - 1. Compassionate
 - 2. Theory-based
 - 3. Individualized
 - 4. Culturally sensitive
 - 5. Patient-centered care
 - 6. Therapeutic communication
- F. Texas Nursing Practice Act and Best Safety Practices to reduce risk
 - 1. Patient goals
 - a. Health promotion
 - b. Disease prevention
 - c. Rehabilitation
 - d. Health maintenance
 - e. Restoration of health.
 - 2. Assignments
 - 3. Delegation tasks
 - 4. Mandatory reporting
- G. Teamwork & Collaboration
 - 1. Interprofessional Care
 - 2. Role as healthcare advocate
 - 3. Professional Communication
 - 4. Promotion of diversity, equity, & inclusion
- II. Nursing Management of Care: Comfort
 - A. Exemplars
 - 1. Cancer pain
 - 2. Labor pain
 - 3. Neonatal pain (Circumcision, procedural pain, e.g., chest tube or ET tube insertion)
 - 4. Rheumatoid arthritis
 - 5. Trauma: Fractures/ Musculoskeletal injuries (Acute pain); Amputation (Acute and Phantom Limb/ Neuropathic pain)

- B. Interrelatedness among foundational concepts
- C. Role of the Professional Nurse
 - 1. Legal & ethical
 - 2. Policies in the practice setting
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- III. Nursing Management of Care: Immunity
 - A. Exemplars
 - 1. Tuberculosis (TB)
 - 2. Anaphylaxis
 - 3. Systemic Lupus Erythematosus (SLE)
 - 4. Rheumatoid Arthritis (RA)
 - 5. Multiple Sclerosis (MS)
 - 6. Inflammatory Bowel Disease (UC and Crohns)
 - B. Interrelatedness among foundational concepts
 - C. Role of the Professional Nurse
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- IV. Nursing Management of Care: Intracranial Regulation
 - A. Exemplars
 - 1. Seizure disorder
 - 2. Stroke
 - 3. Traumatic Brain Injury/ Organ Donation/ Brain Death
 - 4. Post-Concussion Syndrome
 - 5. Brain Tumor
 - 6. Meningitis
 - 7. Hydrocephalus
 - 8. Parkinson's Disease
 - B. Interrelatedness among foundational concepts
 - C. Role of the Professional Nurse
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- V. Nursing Management of Care: Mobility
 - A. Exemplars
 - 1. Cerebral Palsy
 - 2. Spinal Cord Injury
 - 3. Musculoskeletal Trauma (Fractures/ Musculoskeletal Injuries, Amputation, Compartment Syndrome)
 - B. Interrelatedness among foundational concepts
 - C. Role of the Professional Nurse
 - 1. Legal & ethical
 - 2. Policies in the practice setting
 - D. Evidence-based
 - 1. Clinical reasoning & judgments
 - 2. Outcomes as a basis for decision making
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- G. Teamwork & Collaboration
 - 1. Interprofessional Care
 - 2. Role as healthcare advocate
 - 3. Professional Communication
 - 4. Promotion of diversity, equity, & inclusion
- VI. Nursing Management of Care: Reproduction
 - A. Exemplars
 - 1. Contraception/ Family Planning
 - 2. Infertility
 - 3. Pregnancy (Includes Birth Process)
 - 4. Placental Complications
 - 5. Preterm Labor
 - 6. Newborn (Includes Neonate)
 - 7. Rh Incompatibility
 - 8. Genetics (Down's, Huntington's, Breast Cancer, Sickle Cell)
 - B. Interrelatedness among foundational concepts
 - C. Role of the Professional Nurse
 - 1. Legal & ethical
 - 2. Policies in the practice setting
 - D. Evidence-based
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 - 1. Interprofessional Care

- 2. Role as healthcare advocate
 - 3. Professional Communication
 - 4. Promotion of diversity, equity, & inclusion
- VII. Nursing Management of Care: Sexuality
 - A. Exemplars
 - 1. Dyspareunia
 - 2. Erectile Dysfunction
 - 3. Sexually Transmitted Infections
 - 4. Altered Libido
 - 5. Gender Dysphoria/ Body Image
 - B. Interrelatedness among foundational concepts
 - C. Role of the Professional Nurse
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 - 2. Policies in the practice setting
 - D. Evidence-based
 - 1. Clinical reasoning & judgments
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- VIII. Nursing Management of Care: End of Life
 - A. Exemplars
 - 1. Senescence (Aging)
 - 2. Persistent Vegetative State (PVS)
 - 3. Amotrophic Lateral Sclerosis (ALS) (Chronic Disease Ending in Death)

- 4. Pancreatic Cancer/ Hospice (Palliative Care)
 - 5. Pediatric
- B. Interrelatedness among foundational concepts
- C. Role of the Professional Nurse
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- IX. Nursing Management of Care: Grief
 - A. Exemplars
 - 1. Prenatal Diagnosis of Congenital Defect
 - 2. Stillborn
 - 3. Amputation
 - 4. Sudden Infant Death Syndrome (SIDS)
 - 5. Myocardial Infarction
 - 6. Terminal Illness
 - B. Interrelatedness among foundational concepts
 - C. Role of the Professional Nurse
 - 1. Legal & ethical
 - 2. Policies in the practice setting
 - D. Evidence-based

1. Clinical reasoning & judgments
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- X. Nursing Management of Care: Human Development
 - A. Exemplars
 1. Downs Syndrome
 2. Attention-Deficit Hyperactivity Disorder (ADHD & ADD)
 3. Autism Spectrum Disorders (Social anxiety disorder)
 4. Developmental Delay
 5. Menopause
 6. Aging
 7. Social Anxiety Disorder
 - B. Interrelatedness among foundational concepts
 - C. Role of the Professional Nurse
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- XI. Nursing Management of Care: Interpersonal relationships
 - A. Exemplars
 - 1. Aging of Family Members
 - 2. Disability of Family member
 - 3. Expanding Family (Birth, Adoption, Blended Family)
 - B. Interrelatedness among foundational concepts
 - C. Role of the Professional Nurse
 - 1. Legal & ethical
 - 2. Policies in the practice setting
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 - 1. Interprofessional Care
 - 2. Role as healthcare advocate
 - 3. Professional Communication
 - 4. Promotion of diversity, equity, & inclusion
- XII. Nursing Management of Care: Mood Affect
 - A. Exemplars
 - 1. Bipolar Disorder
 - 2. Major Depressive Disorder
 - 3. Suicide
 - 4. Post-Partum Depression
 - B. Interrelatedness among foundational concepts
 - C. Role of the Professional Nurse
 - 1. Legal & ethical
 - 2. Policies in the practice setting
 - D. Evidence-based
 - 1. Clinical reasoning & judgments
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COURSE CALENDAR

DATE	TOPIC	READINGS (Due before class)	ASSIGNMENTS (See Due Date)
Module 1 8-27-25 AM & PM AND 9-3-25 AM	I. Reproduction A. Exemplars 1. Contraception/ Family Planning 2. Infertility 3. Pregnancy (Includes Birth Process) 4. Placental Complications 5. Preterm Labor 6. Newborn (Includes Neonate) 7. Rh Incompatibility 8. Genetics (Down's, Huntington's, Breast Cancer, Sickle Cell)	Ashwill et al. (2023) Ch. 11 Reproductive Anatomy and Physiology Ch. 12 Conception and Prenatal Development (pgs. 201-218) Ch. 13 Adaptations to Pregnancy (pgs. 220-257) Ch. 15 Prenatal Diagnostic Tests (pgs. 279-291) Ch. 16 Giving Birth (pgs. 292-332) Ch. 21 The Normal Newborn: Adaptation and Assessment (pgs. 430-466) Ch. 22 The Normal Newborn: Nursing Care (pgs. 469-484) Ch. 25 Pregnancy-related Complications (535-539, 551-552) Ch. 31 Management of Fertility and Infertility (pgs. 662, 675-690) Ch. 32 Women's Healthcare (pgs. 692-696, 698-700)	Sherpath for Lilley et al. (2023) - DUE PRIOR TO CLASS Ch. 34 (Lessons): <ul style="list-style-type: none"> • Contraceptive Therapy • Fertility Drug Therapy • Drugs Used During Labor and Delivery *Group Application: CJM – due at the end of class (9-3-25) *Post-lecture quiz due on 9-3-25@ 1159pm *Medication Portfolio Activity

		<p>Ch. 47 The Child with a Hematologic Alteration (pgs. 1129-1134)</p> <p>Ch. 54 The Child with an Intellectual Disability or Developmental Disability (pgs. 1351-1356)</p>	
<p>Module 2</p> <p>9-3-25 PM</p> <p>AND</p> <p>9-10-25 AM & PM</p>	<p>II. Comfort</p> <p>A. Exemplars</p> <ol style="list-style-type: none"> 1. Cancer pain 2. Labor pain 3. Neonatal pain (Circumcision, procedural pain, e.g., chest tube or ET tube insertion) 4. Rheumatoid arthritis 5. Trauma: Fractures/ Musculoskeletal injuries (Acute pain); Amputation (Acute and Phantom Limb/ Neuropathic pain) 	<p>Harding et al. (2023)</p> <p>Ch. 9 Pain (pg. 295)</p> <p>Ch. 10 Palliative and End-of-Life Care (pgs. 146-158)</p> <p>Ch. 67 Musculoskeletal Trauma and Orthopedic Surgery (pgs. 1639-1653; 1656-1667)</p> <p>Ch. 69 Arthritis and Connective Tissue Diseases (pgs. 1696; 1702-1709)</p> <p>Ashwill et al. (2023)</p> <p>Ch. 16 Giving Birth (pg. 292)</p> <p>Ch. 18 Pain Management for Childbirth (pgs. 358-378)</p> <p>Ch. 22 The Normal Newborn: Nursing Care (pgs. 476-479)</p>	<p>Sherpath for Lilley et al. (2023)</p> <p>Ch. 11 (Lesson):</p> <ul style="list-style-type: none"> • Anesthetic Therapy <p>Ch. 44 (Lesson):</p> <ul style="list-style-type: none"> • Corticosteroid Therapy <p>Ch. 47 (Lessons):</p> <ul style="list-style-type: none"> • Immuno-suppressant/ Immuno-modulator Therapy <p>*Post-lecture quiz due on 9-10-25@1159pm</p> <p>*Medication Portfolio Activity</p>
<p>Module 3</p> <p>9-17-25 AM</p>	<p>III. Sexuality</p> <p>A. Exemplars</p> <ol style="list-style-type: none"> 1. Dyspareunia 2. Erectile Dysfunction 	<p>Harding et al. (2023)</p> <p>Ch. 6 Caring for Lesbian, Gay, Bisexual,</p>	<p>Sherpath for Lilley et al. (2023)</p>

	3. Sexually Transmitted Infections 4. Altered Libido 5. Gender Dysphoria/ Body Image	Transgender, Queer or Questioning, and Gender Diverse Patients (pgs. 81-90) Ch. 57 Sexually Transmitted Infections (pgs. 1395-1410) Ch. 59 Male Reproductive Problems (pgs. 1454-1457)	Ch. 35 (Lesson): <ul style="list-style-type: none"> Urogenital Drug Therapy Ch. 40 (Lesson): <ul style="list-style-type: none"> Antiviral and Antiretroviral Therapy <p>*Post-lecture quiz due on 9-17-25@1159pm</p> <p>*Medication Portfolio Activity</p>
Module 4 9-17-25 PM	IV. Interpersonal Relationships A. Exemplars <ol style="list-style-type: none"> Aging of Family Members Disability of Family member Expanding Family (Birth, Adoption, Blended Family) 	Harding et al. (2023) Ch. 5 Chronic Illness and Older Adults (pgs. 63-79) Halter et al. (2023) Ch. 10 Stress Responses and Stress Management (pgs. 154-164) Ch. 31 Older Adults (pgs. 562 – 576) Ashwill et al. (2023) Ch. 3 The Childbearing and Child-Rearing Family (pgs. 33 – 44) Ch. 36 The Child with a Chronic Condition or Terminal Illness (pgs. 803-821)	<p>*Post-lecture quiz due on 9-17-25@1159pm</p>
9-24-25 AM	Exam 1		See Exam Blueprint
Module 5 9-24-25	V. Human Development A. Exemplars	Harding et al. (2023) Ch. 5 Chronic Illness and Older Adults (pgs. 63-79)	Sherpath for Lilley et al. (2023)

<p>PM</p> <p>AND</p> <p>10-1-25 AM & PM</p>	<p>1. Downs Syndrome</p> <p>2. Attention-Deficit Hyperactivity Disorder (ADHD & ADD)</p> <p>3. Autism Spectrum Disorders (Social anxiety disorder)</p> <p>4. Developmental Delay</p> <p>5. Menopause</p> <p>6. Aging</p> <p>7. Social Anxiety Disorder</p>	<p>Ashwill et al. (2023)</p> <p>Ch. 53 Psychosocial Problems in Children and Families (pgs. 1324, 1330-1332)</p> <p>Ch. 54 The Child with a Developmental Disability (pgs. 1351-1356, 1359-1362)</p> <p>Ch. 32 Women's Healthcare (pgs. 708-710)</p> <p>Ch. 36 The Child with a Chronic Condition or Terminal Illness (pg. 806)</p> <p>Halter et al. (2023)</p> <p>Ch. 11 Childhood and Neurodevelopmental Disorders (168a – 184)</p> <p>Ch. 15 Anxiety and Obsessive-Compulsive Disorders (pgs. 268-270, 272)</p>	<p>Ch. 16 (Lesson):</p> <ul style="list-style-type: none"> • Antianxiety Drug Therapy <p>*Post-lecture quiz due on 10-1-25@1159pm</p> <p>*Medication Portfolio Activity</p>
<p>Module 6</p> <p>10-8-25 AM & PM</p>	<p>VI. Mood Affect</p> <p>A. Exemplars</p> <p>1. Bipolar Disorder</p> <p>2. Major Depressive Disorder</p> <p>3. Suicide</p> <p>4. Post-Partum Depression</p>	<p>Halter et al.</p> <p>Ch. 13 Bipolar and Related Disorders (pgs. 219-235)</p> <p>Ch. 14 Depressive Disorders (pgs. 242-264)</p> <p>Ch. 25 Suicide and Nonsuicidal Self Injury (pgs. 471a – 482)</p>	<p>Sherpath for Lilley et al. (2023)</p> <p>Ch. 16 (Lessons):</p> <ul style="list-style-type: none"> • Antidepressant and Mood Stabilizer Drug Therapy • Sedative-Hypnotic Drug Therapy

		Ashwill et al. (2023) Ch. 28 The Woman with a Postpartum Complication (pgs. 619-621)	*Post-lecture quiz due on 10-8-25@1159pm *Medication Portfolio Activity
Module 7 10-15-25 AM & PM	VII. Immunity A. Exemplars 1. Tuberculosis (TB) 2. Anaphylaxis 3. Systemic Lupus Erythematosus (SLE) 4. Rheumatoid Arthritis (RA) 5. Multiple Sclerosis (MS) 6. Inflammatory Bowel Disease (UC and Crohns)	Harding et al. (2023) Ch. 30 Lower Respiratory Problems (604-609) Ch. 14 Immune Responses and Transplantation (pgs. 224-227) Ch. 63 Chronic Neurologic Problems (pgs. 1555-1560) Ch. 69 Arthritis & Connective Tissue Diseases (pgs. 1702-1709; 1716-1720) Ch. 47 Lower Gastrointestinal Problems (pg. 1104-1110)	Sherpath for Lilley et al. (2023) Ch. 41 (Lesson): <ul style="list-style-type: none"> Antitubercular Therapy Ch. 44 (Lesson): <ul style="list-style-type: none"> Anti-inflammatory and Antigout Drugs Ch. 51(Lesson): <ul style="list-style-type: none"> Laxatives and Antidiarrheal Drug Therapy Group Application: Concept Mapping – due at the end of class (10-15-25) *Post-lecture quiz due on 10-15-25@1159pm *Medication Portfolio Activity
Module 8 10-22-25 AM & PM	VIII. Mobility A. Exemplars 1. Cerebral Palsy 2. Spinal Cord Injury 3. Musculoskeletal Trauma (Fractures/ Musculoskeletal Injuries, Amputation, Compartment Syndrome)	Harding et al. (2023) Ch. 65 Spinal Cord and Peripheral Nerve Problems (pgs. 1594-1612) Ch. 66 Assessment: Musculoskeletal System (pg. 1633)	Sherpath for Lilley et al. (2023) Ch 12 (Lesson): <ul style="list-style-type: none"> CNS Depressant and Skeletal Muscle Relaxant Therapy

		Ch. 67 Musculoskeletal Trauma and Orthopedic Surgery (pgs. 1645-1667)	*Post-lecture quiz due on 10-22-25@1159pm *Medication Portfolio Activity
10-29-25 AM	EXAM 2		See Exam Blueprint
Module 9 10-29-25 PM	IX. Cellular Regulation A. Exemplars <ol style="list-style-type: none"> 1. Solid tumors 2. Lymphoproliferative disorder 3. Cancer survivorship 4. Comfort: cancer pain 5. Comfort: symptom management 	Harding et al. (2023) Ch. 9 Pain (pgs. 119-145) Ch. 10 Palliative and End-of-Life Care (pgs. 146-158) Ch. 16 Cancer (pg.297-299) Ch. 51 Acute Kidney Injury & Chronic Kidney Disease (pg. 1259)	Sherpath for Lilley et al. (2023) – DUE Ch. 10 (Lesson): <ul style="list-style-type: none"> • Analgesic Therapy Ch. 21 (Lesson): <ul style="list-style-type: none"> • Cholinergic Therapy Ch 45 (lesson): <ul style="list-style-type: none"> • Targeted Therapy Ch. 46 (Lesson): <ul style="list-style-type: none"> • Chemo-therapeutic Therapy PART 1 <ul style="list-style-type: none"> • Chemo-therapeutic Therapy PART 2 Ch. 52 Antiemetic Therapy (Lesson): <ul style="list-style-type: none"> • Antiemetic Therapy *Post-lecture quiz due on 10-29-25@1159pm *Medication Portfolio Activity
Module 10 11-5-25	IV. Intracranial Regulation A. Exemplars <ol style="list-style-type: none"> 1. Seizure disorder 	Harding et al. (2023) Ch. 60 Assessment: Nervous System	Sherpath for Lilley et al. (2023) Ch. 14 (Lesson):

AM & PM	2. Stroke 3. Traumatic Brain Injury/ Organ Donation/ Brain Death 4. Post-Concussion Syndrome 5. Brain Tumor 6. Meningitis 7. Hydrocephalus 8. Parkinson's Disease	Ch. 61 Acute Intracranial Problems (pgs. 1483-1514) Ch. 62 Stroke (pgs. 1515-1537) Ch. 63 Chronic Neurologic Problems (pgs. 1544-1553) Ch. 10 Palliative and End-of-Life Care (Review – pgs. 146-158)	<ul style="list-style-type: none"> Anticonvulsant Therapy Ch. 26 (Lesson): <ul style="list-style-type: none"> Thrombolytic Therapy Ch. 28 (Lesson): <ul style="list-style-type: none"> Diuretic Therapy Ch 15 (Lesson): <ul style="list-style-type: none"> Drugs Used in the Management of Specific Neurodegenerative Disorders <p>*Post-lecture quiz due on 11-5-25@1159pm</p> <p>*Medication Portfolio Activity</p>
Module11 11-12-25 AM & PM	X. Grief A. Exemplars <ol style="list-style-type: none"> Prenatal Diagnosis of Congenital Defect Stillborn Amputation Sudden Infant Death Syndrome (SIDS) Myocardial Infarction Terminal Illness 	Ashwill et al. (2023) Ch. 10 Hereditary and Environmental Influences on Development (pg. 185) Ch. 13 adaptations to Pregnancy (pg. 230) Ch. 15 Prenatal Diagnostic Tests (pg. 290) Ch. 42 The Child with a Respiratory Alteration (pgs. 1061-1062) Harding et al. (2023)	Sherpath for Lilley et al. (2023) Ch 16 (Lesson): <ul style="list-style-type: none"> Psychotherapeutic Drugs <p>Group Application: Nursing Process – due at the end of class (11-12-25)</p> <p>*Post-lecture quiz due on 11-12-25@1159pm</p>

		<p>Ch. 10 Palliative and End-of-Life Care (pgs. 146-161)</p> <p>Ch. 37: Coronary Artery Disease & Acute Coronary Syndrome (pgs. 840-856)</p> <p>Ch. 67 Musculoskeletal Trauma and Orthopedic Surgery (pgs. 1664-1667)</p> <p>Halter et al. (2023) Ch. 30 Dying, Death, and Grieving (pgs. 552-553, 555-558)</p>	
11-14-25 (FRIDAY)	ATI Standardized Exams (Pharmacology & Mental Health)		
Module12 11-19-25 AM & PM	<p>XI. End of Life</p> <p>A. Exemplars</p> <ol style="list-style-type: none"> 1. Senescence (Aging) 2. Persistent Vegetative State (PVS) 3. Amyotrophic Lateral Sclerosis (ALS) (Chronic Disease Ending in Death) 4. Pancreatic Cancer/ Hospice (Palliative Care) 5. Pediatric 	<p>Harding et al. (2023) Ch. 5 Chronic Illness and Older Adults (pgs. 63-79)</p> <p>Ch. 48 Liver, Biliary tract, and Pancreas Problems (pgs. 1165-1166)</p> <p>Ch. 63 Chronic Neurologic Problems (pg. 1568)</p> <p>Ashwill et al. (2023) Ch. 36 The Child with a Chronic Condition or Terminal Illness (pgs. 803-821)</p>	*Post-lecture quiz due on 11-19-25@1159pm
11-21-25 (FRIDAY)	ATI Standardized Exams (Pediatrics & Obstetrics)		

11-26-25	THANKSGIVING BREAK		
12-3-25 AM	Exam 3		See exam Blueprint
12-3-25 PM	Comprehensive Final Review		
12-10-25 AM	Comprehensive Final Exam		See Exam Blueprint

COURSE EVALUATION

Final grades will be calculated according to the following criteria:

Evaluation Method	Course Grade %
1. Group Application Exercises: Concept Mapping, Clinical Judgment, Nursing Process	5%
2. Post Lecture Quizzes	5%
3. Sherpath Lessons	5%
4. Medication Portfolio	5%
5. *Exam I	10%
6. *Exam II	15%
7. *Exam III	15%
8. *Final Exam	20%
9. Standardized Exams (Pharmacology, Pediatrics, Maternal-newborn) & Remediation	10%
TOTAL	100%

Note: *Students must have a 75% average on exams in order for the additional assignments to be counted in the final course grade. If 75% on all exams is not achieved by the end of the course, the student will earn the grade from all averaged exams (Standardized Exams are not included in the 75% exam rule calculation). **See below to calculate your grade, using the 75% rule:**

GRADE	X	PERCENT	=	GRADE POINTS
EXAM 1	X	0.15 (15%)	=	
EXAM 2	X	0.20 (20%)	=	
EXAM 3	X	0.20 (20%)	=	
FINAL	X	0.25 (25%)	=	
			TOTAL POINTS =	
			DIVIDE BY 0.80 (80%)	
			FINAL WEIGHTED EXAM GRADE	

GRADE SCALE

90-100	A	
80-89	B	
75-79	C	*Required to progress in nursing program.
60-74	D	
0-59	F	

TECHNICAL REQUIREMENTS

The latest technical requirements, including hardware, compatible browsers, operating systems, etc. can be online at <https://lit.edu/online-learning/online-learning-minimum-computer-requirements>. A functional broadband internet connection, such as DSL, cable, or WiFi is necessary to maximize the use of online technology and resources.

DISABILITIES STATEMENT

The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. LIT provides reasonable accommodations as defined in the Rehabilitation Act of 1973, Section 504 and the Americans with Disabilities Act of 1990, to students with a diagnosed disability. The Special Populations Office is located in the Eagles' Nest Room 129 and helps foster a supportive and inclusive educational environment by maintaining partnerships with faculty and staff, as well as promoting awareness among all members of the Lamar Institute of Technology community. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409)-951-5708 or email specialpopulations@lit.edu. You may also visit the online resource at [Special Populations - Lamar Institute of Technology \(lit.edu\)](#).

STUDENT CODE OF CONDUCT STATEMENT

It is the responsibility of all registered Lamar Institute of Technology students to access, read, understand and abide by all published policies, regulations, and procedures listed in the LIT Catalog and Student Handbook. The LIT Catalog and Student Handbook may be accessed at www.lit.edu. Please note that the online version of the LIT Catalog and Student Handbook supersedes all other versions of the same document.

ACADEMIC DISHONESTY

Students enrolled in the nursing program at LIT must maintain academic and behavioral expectations consistent with the profession of nursing and in accordance with the nursing program Student Handbook. Standards of *nursing practice include (but are not limited to) behaviors indicating honesty, accountability, trustworthiness, reliability, and integrity*. The inability of a student to consistently conform his/her/their conduct to requirements of the

Nursing Practice Act and BON rules and regulations through a single incident or pattern of personal, academic, or other unacceptable behaviors will result in the disciplinary process. The disciplinary process may include verbal counseling, written counseling, and or dismissal from the nursing program.

AI STATEMENT

Lamar Institute of Technology (LIT) recognizes the recent advances in Artificial Intelligence (AI), such as ChatGPT, have changed the landscape of many career disciplines and will impact many students in and out of the classroom. To prepare students for their selected careers, LIT desires to guide students in the ethical use of these technologies and incorporate AI into classroom instruction and assignments appropriately. Appropriate use of these technologies is at the discretion of the instructor. Students are reminded that all submitted work must be their own original work unless otherwise specified. Students should contact their instructor with any questions as to the acceptable use of AI / ChatGPT in their courses.

AI IN NURSING COURSES

Students are expected to follow course assignment instructions and grading rubrics. Unless otherwise indicated in the assignment instructions, information obtained through AI resources should not be submitted as a student's original work. Unless specifically granted by individual faculty members, students do not have permission to upload faculty intellectual property (PowerPoint Presentations, lecture notes, assignments, course materials, voice or lecture recordings) to any AI platform. Students demonstrating these behaviors or other inappropriate use of AI may be subject to disciplinary process.

STARFISH

LIT utilizes an early alert system called Starfish. Throughout the semester, you may receive emails from Starfish regarding your course grades, attendance, or academic performance. Faculty members record student attendance, raise flags and kudos to express concern or give praise, and you can make an appointment with faculty and staff all through the Starfish home page. You can also login to Blackboard or MyLIT and click on the Starfish link to view academic alerts and detailed information. It is the responsibility of the student to pay attention to these emails and information in Starfish and consider taking the recommended actions. Starfish is used to help you be a successful student at LIT.

ADDITIONAL COURSE POLICIES/INFORMATION

COURSE GRADING AND ASSIGNMENTS

Class attendance and satisfactory completion of all assignments is essential in order to be successful in the course.

SHERPATH LESSONS

Sherpath lessons accompany the textbook and are accessed through the Evolve website using the student login and are linked to the Blackboard® course. Sherpath lessons are assigned in order to reinforce student learning and facilitate review of content.

CONCEPT MAPPING, CLINICAL JUDGMENT, AND NURSING PROCESS GROUP APPLICATION EXERCISES

Group Application Exercises (Concept Mapping, Clinical Judgment, Nursing Process) of nursing management for one concept will be assigned to groups of students in class. Students are required to actively engage and participate in completing the exercise. The exercise must be submitted by a group representative in Blackboard® by the due date. Peer evaluation of each group member's participation will contribute to each student's grade on the assignment.

MEDICATION PORTFOLIO

Medication Portfolio Activities are assigned to enhance comprehension and retention of medication-related content, including pharmacologic classifications. Students are expected to initiate and maintain an updated medication portfolio for the duration of the program. This portfolio serves as an essential resource for ongoing learning and as a reference tool in preparation for course examinations, standardized assessments, and the NCLEX.

COURSE EXAMS

Three unit exams and a comprehensive final exam will be administered during this course. Exams will be taken in person and during class time. Upon entry to testing room, students must show the official LIT Student ID. The ID must remain visible on the student's desk at all times during exam administration. The following items are not allowed in the testing room:

- Hats, caps, scarfs, hooded shirts (unless religious covering)
- Food, candy, drinks
- Cell phone, electronic devices, smart watches, smart glasses, recording devices

LATE ASSIGNMENTS

Late assignments are generally not accepted in this course. Group NP and CJ application exercises are due at the end of the class period. Students who are absent and document excused extenuating circumstances (i.e. severe illness or natural disaster) must notify the faculty member of the circumstance prior to class and work collaboratively with faculty prior to the due date on the assignment to develop a plan for submitting the assignment. This collaboration should occur prior to the weekend or school holiday. Assignments will not be accepted late without prior arrangements. All exams are taken in person. Students who are sick on exam day must notify faculty by email prior to the exam start time. Valid documentation must be provided to the faculty member in order for arrangements to be made for retaking the exam or an alternate solution as determined by the Nursing Program Director.

PERMISSION TO RECORD LECTURES

Students are not allowed to record (audio or video) lectures or class discussions without the expressed permission of the faculty member. This includes pictures of presentations.

CIVILITY

Learning can be an intimidating experience for some students. It is imperative that students in the AASN program are respectful and civil to student colleagues as well as faculty in order to facilitate a safe and effective learning environment. It is imperative for students to realize that all students do not process information in the same manner or learn information in the same way. The AASN program faculty respect the diversity of our students which includes diversity of learning styles. Civility is maintained when there is order, respect for the teaching and learning process, empathy, and consideration for others. Students are expected to demonstrate civility in the classroom, online environment, and in all face-to-face as well as electronic communications. Demonstrations of uncivil behavior are unacceptable, do not demonstrate attributes of a professional nurse, and may result in initiation of the disciplinary process including but not limited to the student being excused from the experience, course, and potentially the nursing program.